

ACTFL Performance Descriptors for Language Learners | **Interpretive**

Domains	Novice Range	Intermediate Range	Advanced Range
Functions	Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts, with strong visual support.	Understands main ideas and some supporting details on familiar topics from a variety of texts.	Understands main ideas and supporting details on familiar and some new, concrete topics from a variety of more complex texts that have a clear, organized structure.
	Comprehends meaning through recognition of key words and formulaic phrases that are highly contextualized. May show emerging evidence of the ability to make inferences based on background and prior knowledge.	Comprehends main ideas and identifies some supporting details. May show emerging evidence of the ability to make inferences by identifying key details from the text.	Comprehends the main idea and supporting details of narrative, descriptive, and straightforward persuasive texts. Makes inferences and derives meaning from context and linguistic features.
	Comprehends texts with highly predictable, familiar contexts (those related to personal background, prior knowledge, or experiences).	Comprehends information related to basic personal and social needs and relevant to one's immediate environment such as self and everyday life, school, community, and particular interests.	Comprehends texts pertaining to real-world topics of general interest relevant to personal, social, work-related, community, national, and international contexts.
Contexts/Content	Derives meaning when authentic texts (listening, reading, or viewing) are supported by visuals or when the topic is very familiar. Comprehends texts ranging in length from lists, to phrases, to simple sentences, often with graphically organized information.	Comprehends simple stories, routine correspondence, short descriptive texts or other selections within familiar contexts. Generally comprehends connected sentences and much paragraph-like discourse. Comprehends information-rich texts with highly predictable order.	Comprehends paragraph discourse such as that found in stories, straightforward literary works, personal and work-related correspondence, written reports or instructions, oral presentations (news), anecdotes, descriptive texts, and other texts dealing with topics of a concrete nature.
Text Type			

This document and chart provide guidance to educators as they reflect on their language learning

Descriptors and determine that their students do not perform at a level consistent with the time and effort spent and, therefore, seek ways of modifying their program so that students reach the targeted levels of language performance.

targets, motivating them to improve their performance.

Time as a critical component for developing language performance

